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ABSTRACT

The use of small group work in the classroom can increase student motivation, interest, participation, learning, and retention. Small group work can also increase the quality and quantity of participation among students, elevate the level of thinking skills developed in the classroom, increase the level of self-esteem among participants, and teach students social skills that they will be able to employ the rest of their lives. Group projects that have proved successful in the English classroom include: (1) Synonym Puzzle; (2) Hidden Homographs; (3) Chaining (for example, chaining of "Romeo and Juliet"); (4) Halloween Adjectives; (5) Speech Topics; (6) Group and Classify; (7) Pronoun Practice; (8) "A Tale of Two Cities" Vocabulary Review; (9) Literary Terms; (10) Rhyme Mobile; (11) Latin Roots; (12) Creative Writing; (13) Hidden Treasure; (14) Interviewing; (15) The Dating Game; and (16) Vocabulary Grouping and Labeling: The Where Does It Go Game. (Detailed descriptions of each project, including objectives, adaptability, materials, playing directions, options, evaluation, and hints are included.) (PRA)

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Using Small Group Work to Motivate English Students

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Running head: GROUP WORK

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Abstract

The available literature on small group work relating specifically to the secondary English classroom is sparse. This project presents a wealth of activities designed to develop language skills through small group processes. Presented here are a wide variety of games, contests, simulations, and materials designed to enhance student self esteem, motivation, and social skills.

Using Small Group Work to Motivate English Students

The use of small group work in the classroom can increase student motivation, interest, participation, learning, and retention. Small group work can also increase the quality and quantity of participation among students, elevate the level of thinking skills developed in the classroom, increase the level of self-esteem among participants, and teach students social skills that they will be able to employ the rest of their lives. With all of these benefits listed, why haven't more English teachers used small group work in their classrooms? Maybe it is because they do not believe that the initial time and risk involved are worth it. Or maybe it is because not enough English teachers are sharing their ideas and their success stories about using small group work in their classrooms. Whatever the reason, this project seeks to spark the reader's interest in small group work, convince the reader that small group work is well worth the initial time and energy invested, and supply the reader with a storehouse of strategies and techniques to employ when using small group work in the English classroom.

An understanding of the dynamics of small groups is paramount for the teacher to be successful in implementing small group work in her classroom. Reid (1987) reminds us that "We cannot expect that whenever two or more are gathered, there will be a productive group" (p. 80). I feel that far too often teachers throw students together in groups and

expect them to be productive without allowing time for students to become comfortable with one another so that they can work well together. Pritchard (1987) suggests that we let students get to know each other while in groups by assigning informal topics for them to work on without the pressure of being graded for their work. Group goals will come later.

Groups are complex bodies. As teachers, we want our groups to be productive. Johnson and Johnson (1975) remind us that any effective group has three core activities: (1) accomplishing its goals, (2) maintaining itself internally, and (3) developing and changing in ways that improve its effectiveness. A successful group is one that is able to integrate these three core activities. Group members must possess the skills to eliminate the barriers to the accomplishment of the group goals, to solve problems in maintaining high quality interaction among group members, and to overcome obstacles to developing a more effective group. In the classroom the teacher is charged with the responsibility of teaching these skills to her students. Therefore, it is important for the teacher to be aware of the significance of group goals and the importance of cohesiveness among group members.

First, let us consider group goals. Mills (1967) tells us that it is important to realize that the group goal is not simply the sum of the personal goals of the group members.

The group goal refers to a desirable state for the group not simply a desirable state for the individual members. Mills (1967) is also careful to note that the mental construct of the group goal resides not in some mystical collective mind, but in the individual minds of the group as members. Therefore, the group goal refers to the group as a unit in content and in substance. It is important for each member of the group to understand the group goals, accept it, commit his personal resources and skills toward accomplishing it, and give its accomplishment higher priority than his own personal goals. The teacher must work to instill this priority in each of her students.

The student is more likely to commit himself to the group's goal(s) if he feels an important part of the group. Gershenfeld and Napier (1981) contend that, "The life blood of a group are its members; they are the resources through which accomplishments occur" (p. 93). Since the satisfaction of those members, the degree to which they feel accepted, and the degree to which they want to return are all critical to the survival of the group, it is important for us to understand cohesion. Gershenfeld and Napier (1981) define cohesion as, "the attraction of the group for its members; the greater the attractiveness, the higher the cohesion" (p. 94). Johnson and Johnson (1975) give us more encouraging information about cohesiveness in groups. They claim that the more cohesive the group is, the more the likelihood for the group to keep its

members. As cohesiveness rises, there is a corresponding rise in the participation among all group members. Plus, as cohesiveness increases, there is a corresponding increase in the commitment group members have toward group goals. According to Johnson and Johnson (1975), "Unlike members of loosely assembled groups, members of cohesive groups more often take on responsibilities, persist longer in work toward difficult goals, are more motivated to accomplish the group's task, and are more satisfied with the work of the group" (p. 253).

If this is not enough to make teachers consider using group work, Johnson and Johnson (1975) continue with more inspiring facts about group cohesiveness. They claim that highly cohesive groups are a source of security for members; cohesive groups serve to reduce anxiety and to heighten self-esteem (p. 253). When surrounded by a group of one's peers working cooperatively on a common goal, students are more likely to participate in the learning process. Not only are they more likely to participate, but they are more likely to generate more creative ideas. It is known that the awareness of being accepted and valued decreases stress and increases the opportunity for creativity to flourish. McClure (1990) reminds us that collaborative methods in the classroom offer us the most effective way of reducing alienation and stress. When groups are given real purposes along with real freedom to work on tasks, and when the students in those groups are

led to support and respect and even encourage one another, alienation will be greatly reduced and the confidence level of the students will increase.

There is one more element of group dynamics that the teacher should be apprised of before using group work in her classroom. This is the concept of group norms. Johnson and Johnson (1975) defined norms as "the common beliefs of the group regarding appropriate behavior for members; they tell, in other words, how members are expected to behave" (p. 249). Knowing how to act and how you are expected to behave is of most importance to members of the classroom. First, the students are interested in what the teacher expects of them in terms of performance for a grade. Next, most students are interested in knowing what the other members of the group accept from them. Everyone wants to fit in. It is a natural desire for us all.

In their book on the group process in the classroom, Schmuck and Schmuck (1971) explain how group norms influence members of the group. "Norms influence interpersonal relationships by helping individuals to know what is expected of them and what they should expect from others" (p. 65). Without these guideposts for behavior, group work could be confusing and unproductive. It is important to keep in mind that norms occur in groups. Norms are shared beliefs. These group beliefs help to guide the psychological process of the group members. Schmuck and Schmuck (1971) remind us that group

norms influence perception, cognition, and evaluation. Since group norms have such an impact on the process of the group, it would be wise for the teacher to work to establish group norms that will be conducive to a high level of learning.

Schmuck and Schmuck (1971) contend that cognitive norms are key to an effective classroom. They claim that cognitive norms can be divided into two groups. There are norms about content learning, and there are norms about process learning. The authors believe that the inquiry approach used in group work and the use of student input, also used in group work, are the best ways to facilitate high quality process and content norms. Schmuck and Schmuck (1971) also remind us that students learn more about a subject by doing the subject as opposed to memorizing a large heap of facts and dates about the subject.

Now that the reader has been provided with a bit of a background on group dynamics, let us now focus on the doing of the subject. What are some ways to get your students to work effectively in groups? I suggest that to introduce the concept of sharing to your students that you begin with an exercise that teaches them that sharing ideas usually produces a better solution than simply working on a problem individually. Dolan (1987) uses an exercise involving nails to introduce the concept. He gives each student six loose flathead nails and a block of wood that has a seventh nail sticking out of it. Initially, the students must work alone; they cannot

talk to anyone or share information. Their task is to balance the six nails on the head of the nail stuck in the block. They only have ten minutes, and most fail. When the time runs out, Dolan asks how they feel. Most students express feelings of frustration and anger. His next step, of course, is to have students work in groups. Generally, all groups solve the problem and even ask for more nails.

This idea can easily be transferred to any subject area. For instance, I teach cooperation using language traps. I ask my students to solve a series of language traps. They have ten minutes to work individually. After ten minutes, I ask for a response. Few students have successfully solved any of the puzzles, and most express similar feelings of frustration and anger. Next, I put them in groups, and they are very successful and extremely enthusiastic.

Since many students are not familiar with the concept of cooperative learning, another thing to consider is teaching them the difference between cooperation and cheating. Dolan (1987) explains it to his students in simple terms: "No one benefits from cheating . . ." and in cooperation everyone benefits. "In cooperation, the group creates something bigger and better than what any member could have achieved" (p. 49). No matter how it is explained, the students should be made aware of the difference between cheating and cooperation. This is important not because students tend to copy, but because students tend to be apprehensive of helping one another

for fear of being called cheaters.

Another question that teachers may ask is: "How large should my groups be?" I do not believe that there is a set formula for the size of a productive group, but it would be advisable to keep the groups small considering the time factor involved in most teaching situations. Pritchard (1987) says that he usually forms groups of odd members of five or seven. These numbers work well, and there are advantages to having an odd number in groups. However, I feel that the size of the group is not as important as the composition of the group. In other words, the people of the group should be willing to work together on a common goal.

Pritchard (1987) makes another suggestion about groups. He feels that groups need their own identity and, therefore, should have names. This may be fine for groups that are going to work together for an extended period of time, but if the groups are going to change frequently, or the group work is not going to last for more than part of the class period, then it may not be necessary.

Currently, it is in vogue for English teachers to employ group work in the writing process. McColley (1987) says that since working together offers a way to accelerate learning, she is developing many strategies to incorporate group work throughout the writing process. Some of her ideas are worth noting. For instance, in her prewriting stage, she has students brainstorm with partners. During the actual writing, she

encourages her students to set up conferences with peers who offer suggestions or ask questions after careful listening. She also designates a portion of the room for writing and a portion of the room for group work so that the students are allowed to move freely from one area of the room to another depending on what stage of the writing process they are working on. This way students are not wasting time waiting for the slower writers, and the slower writers do not feel rushed. Finally, McColley employs editing circles for her students to look for mistakes and offer suggestions. Her students meet in editing circles where each student spends time on one paper before passing it to another member of the group. This way, the author is afforded the opportunity to get advice from several peers.

Something that I like to use is peer evaluation. For instance, when my students deliver speeches, they know that I will not be the only one to evaluate them. Each student is trained in what constitutes a good speech and how to listen and watch for good delivery. I take an average of all of the grades. My students are graded on their ability to grade, too.

Peer evaluation also works well with student writing. In this case, I have the students write out why they are taking points off and how the paper could be improved. Plus, positive comments are encouraged. Also, my students are asked to grade their own work and justify the grade.

Peer Evaluation Form For Speeches

Speaker's Name _____ Evaluator's Name _____

Content	Poor 2	Fair 3	Good 4	Excellent 5	Comments
Skillful Transitions					
Organization					
Vivid Words and Phrases					
Length					

Total_____

Delivery	Poor 2	Fair 3	Good 4	Excellent 5	Comments
Tone and Pitch					
Poise					
Rapport with Audience					
Varying of Expression					
Volume					

Total_____

Group work also works well for handling complex pieces of literature. Literature contains many common aspects of humanity that we all grapple with at some point in our lives. What better way to make these issues come alive for students

than to have them actively discussing them with their peers to create some end product? Walrath (1987) uses group work in her classroom for reading novels. She has each group read a different novel. Each group discusses character development, theme, symbolism, and other important aspects of the piece of literature. Finally, the group works to create some sort of display to communicate something about the novel to the rest of the class. The group may make a bulletin board, a colleague, or even perform a skit.

Two more suggestions may prove to be helpful in the use of group work in your classroom. First, Reid (1987) reminds us that students need to know where they are going and how long they have to get there. Second, Konzelman (1987) reminds us that we need to give our groups explicit directions. He suggests that we write them on the board for all to see. Wherever you write the directions, they should be written down somewhere clearly and concisely. This will prevent your having to repeat them over and over again.

The possibilities for group work in the English classroom are endless. Group work can be exciting for both the students and the teacher. I have developed many exercises which facilitate group work in the English classroom. I will share these exercises in the following pages of this project.

SYNONYM PUZZLE

Objective: Students will be able to match synonyms taken from their vocabulary units.

Adaptability: Antonyms, parts of speech, literary terms, titles and authors, characters and titles.

Materials: Laminated puzzle pieces.

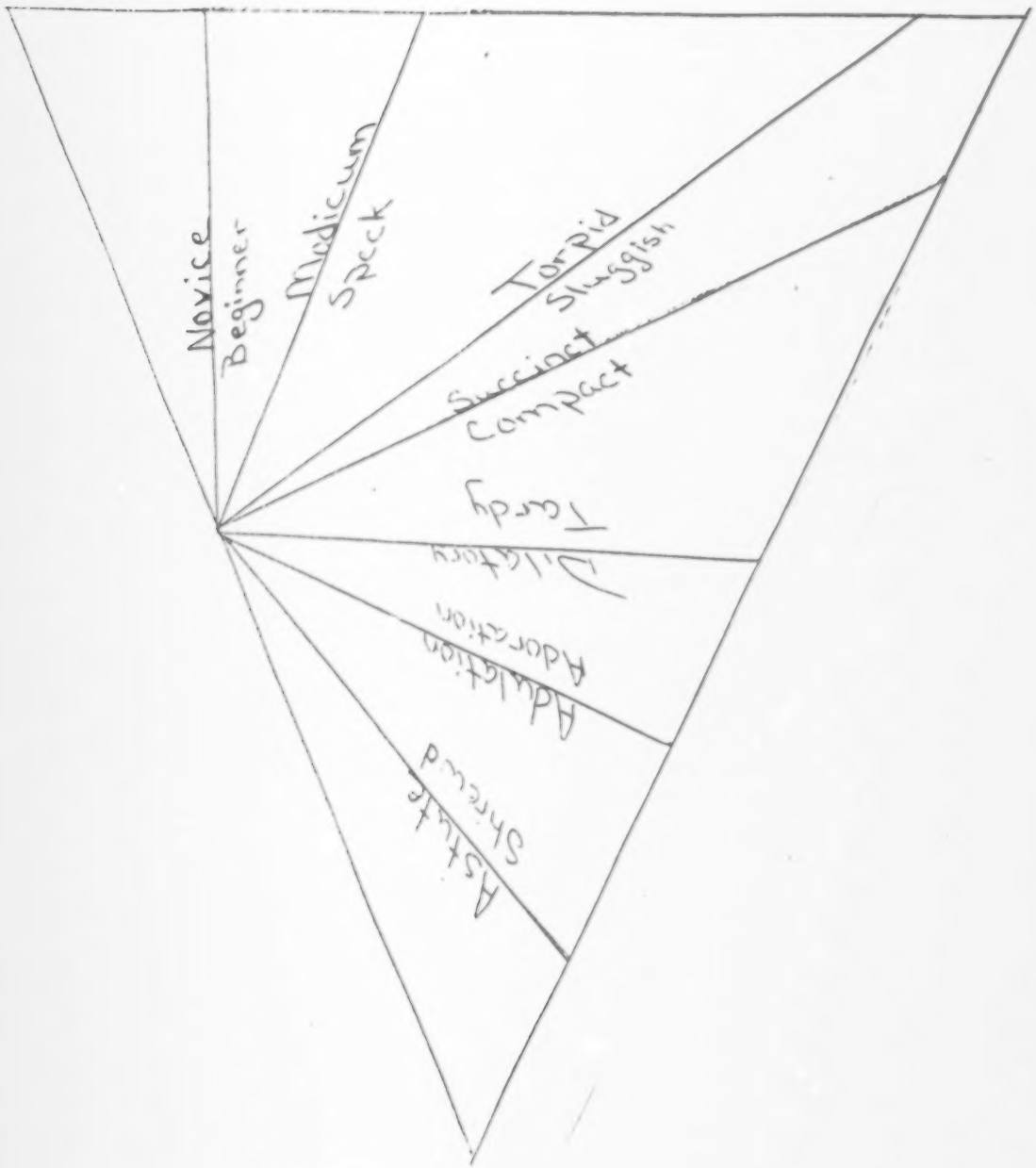
Playing

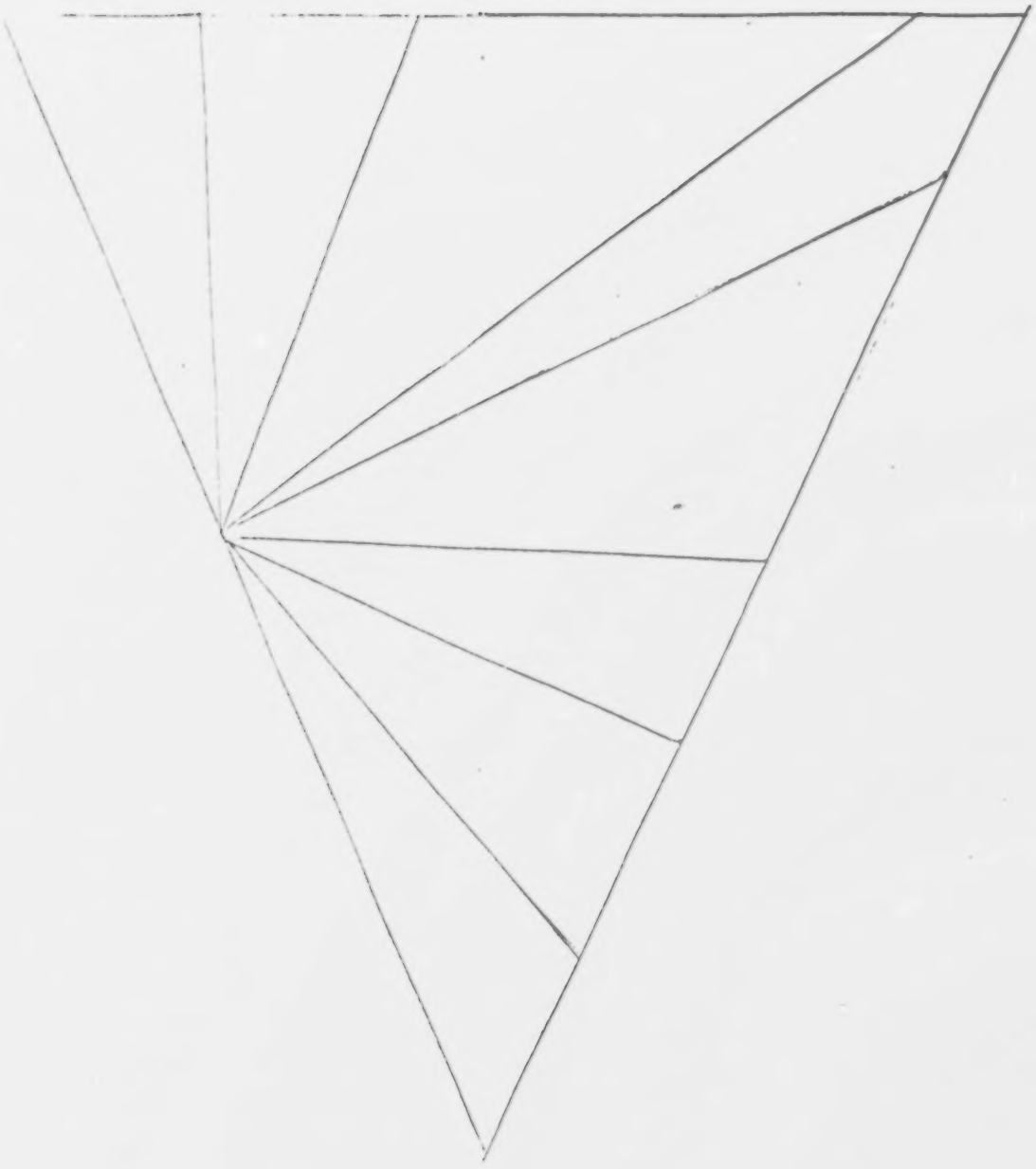
Directions: The students are to match the synonyms. If all of the pieces are matched correctly, the pieces will form a slanting triangle.

Options: You may wish to have the students work in groups or individually. To make the task simpler, you may wish to prepare a puzzle board. The puzzle board would simply be a piece of laminated paper with the desired shape marked on it.

Evaluation: I have created many puzzles. They have all been successful. The students enjoy working on these puzzles. I feel that allowing them to work in groups helps build their self-confidence and thinking skills. These puzzles serve as an excellent review before tests.

Hint: After using the games in class, I like to keep them in large, labeled envelopes. This way, when the students have extra time, they can practice their vocabulary skills. It has helped me organizationally to color code my game pieces.


Novice
Beginner
Medicum
Speck
Torrid
Sluggish
Succinct
Compact
Tardy
Dilatory
Adulation
Adoration
Ashy
Shrewd



HIDDEN HOMOGRAPHS

A Homograph is a word identical with another in spelling but different from it in meaning and sometimes in pronunciation. Fourteen homographs are defined below. Match each with its partner and write the homograph they define. Use the word bank below to find words. *Caution, there are more words in the word bank than are needed to solve the puzzle. Number one is done for you. Good luck!

converse, ball, mum, dog, pupil, bail, bear, saw, punch, jar, bag, ring, rang, corral, minute, mix, separate, lead.

_____ 1. a large animal	a. a sweetened beverage
_____ 2. a cutting tool	b. a type of flower
_____ 3. to hit	c. opposite; contrary
_____ 4. to be silent	d. a part of an eye
_____ 5. a container	e. to rattle or shake
_____ 6. a student	f. to support or carry
_____ 7. to talk, speak	g. the past tense of see
_____ 8. a round object	h. a formal dance
_____ 9. resound	i. a small, circular band
_____ 10. to break apart	j. a container made of fabric or paper
_____ 11. a piece of hand luggage	k. not together
_____ 12. money as a guarantee	l. to remove water from a boat
_____ 13. a short period of time	m. very small; tiny
_____ 14. guide, conduct	n. a heavy metal

Answers: 1. f. bear 5. e. jar 9. i. ring 13. m. minute
2. g. saw 6. d. pupil 10. k. separate
3. a. punch 7. c. converse 11. j. bag 14. n. lead
4. b. mum 8. h. ball 12. l. bail

CHAINING

Objective: Students will be able to record a series of events and illustrate how the events are interconnected.

Adaptability: Fiction, non-fiction, character development.

Materials: Paper and pen.

Playing

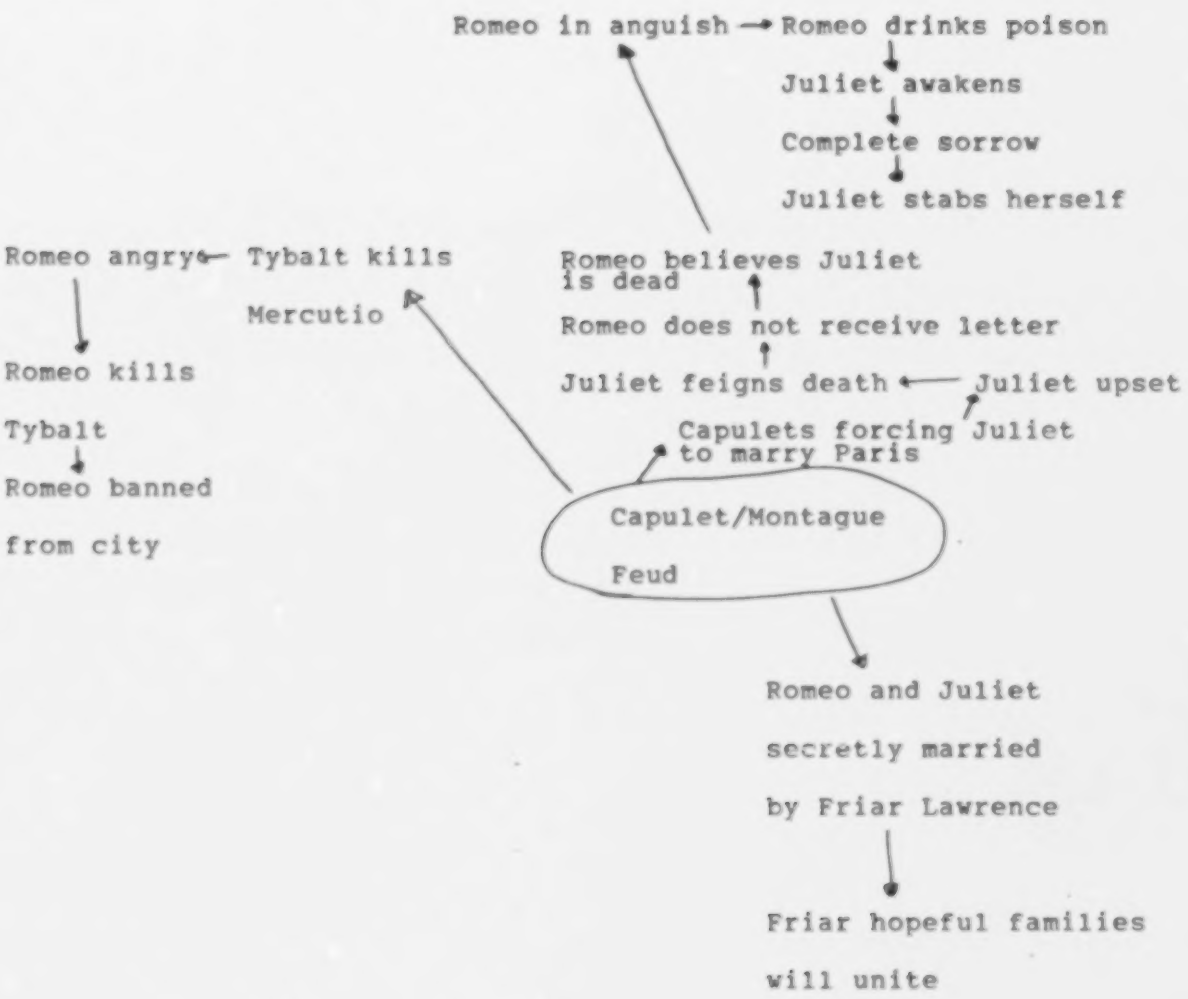
Directions: The students are to chain the events that lead up to a particular situation in a story.

Options: You may wish to begin the assignment working with the whole class and writing on the board.

Evaluation: This is an excellent way to summarize a novel or play. It helps promote thinking skills. Working in groups, students seem to gain and retain a lot of information about the story.

Hint: Students enjoy working in groups to create an overhead display of their interpretation of the series of events.

POSSIBLE CHAINING OF ROMEO AND JULIET



HALLOWEEN ADJECTIVES

Objective: The students will be able to apply their knowledge of parts of speech to create poems.

Adaptability: Synonyms, antonyms

Materials: Large poster paper, markers, tape

Playing

Directions: After completing a unit on parts of speech, the students are rewarded with a fun project. First the students are asked to name some Halloween nouns. Write the nouns on the board. Next, tell the students that they will be working in groups writing poems about these nouns. Have the students choose the noun they prefer and form groups. Next, give the pattern: Noun, four adjectives, three verbs, a question, and an optional answer. Show examples. Allow time for students to create the rough draft. Check drafts before students begin to make their poster/ poems. Hang posters up as soon as they are completed.

Evaluation: Students enjoy this project. I like the way the groups are formed. This way, the students are working with a topic they enjoy not necessarily with best friends. I save the projects as examples for use by next year's students.

HALLOWEEN ADJECTIVES

Some possible examples:

Vampire

Tall, pale, gruesome

Blood-slurping, flesh-ripping, menacing

Who's that standing behind you?

PSYKE!

Black Cat

Hideous, terrifying, mysterious

Hissing, howling, screeching, prowling

Will it cross your path?

Spiders

Creepy, hairy, frightening

Crawling, hanging, scurrying

Is there one near you?

Squash! Not any more.

SPEECH TOPICS

Objective: The students will be able to work in groups to discuss speech topics, generate ideas, determine whether the topics are too broad, and generate ideas to narrow broad topics.

Adaptability: Term paper topics, essay topics, and story ideas.

Materials: Laminated cards with speech topics written on them.

Playing

Directions: After teaching some of the guidelines for public speaking, use this exercise to reinforce the key points. Form groups of three or five. Randomly issue three speech topics to each group. Assign a recorder to record all ideas and turn in at the end of the class period. Assign a spokes-person to report the results to the class at the end of the work period. First, students are to determine if the topic is too broad for a three to five minute speech. Next, if the topic is too broad, they are to determine ways to narrow it. Finally, students are to generate ideas to write the speech.

Evaluation: Students enjoy working together on this project. I always let my students choose their own topics for their speeches; however, I would still end up with those few students who couldn't think of a topic. This project alleviates this problem.

SPEECH TOPICS

Ideas to write on cards:

The excuses students use for being late to class	Three sure ways to stay home from school
Heavy Metal Music	Abortion
Faces people make	Speech patterns of the 90s
How to blow the perfect bubble	Rap Music
How to select your favorite video game	Rock Music
The environment	Football
Crack babies	The homeless
Boys/Girls	Parents
Television	Laughs
Eye contact	Hunting
Acid Rain	Table manners
Do you talk with your hands?	The difference between "can" and "may."

GROUP AND CLASSIFY

Objective: The students will be able to group and classify titles, authors, and characters from novels, plays, short stories, and poems read during the course of the year.

Adaptability: Parts of speech; characters, titles, and events.

Materials: Laminated pieces of construction paper with titles, authors, and characters written on them; large table to spread out the cards.

Playing Directions: Students are to work in groups of three to five. Spread the cards out on a large table. Students are to match titles, authors and characters. Next, students are to group plays, novels, poems and short stories. Then, students can separate main characters from supporting characters. Finally, students can work together to display their work simply by taping the cards in the correct pattern on the wall.

Additional Work: After displaying their work on the wall, ask students to select which piece of literature they would like to write about. Use student preferences to form groups. Have students work together to write a summary of the piece of literature. Proofread rough copy. Then have

GROUP AND CLASSIFY

students write final copies on nice paper and display on the wall next to appropriate cards.

Evaluation: This serves as an excellent review before the final exam. Initially, students are forced to review all of the material before focusing on one piece of literature. Once the display is complete, students are able to refresh their memories by reading summaries and looking at colorful cards.

PRONOUN PRACTICE

Objective: The students will be able to recognize and label different types of pronouns. The students will be able to use different types of pronouns in sentences.

Adaptability: Parts of speech, poetry terms, grammar.

Materials: Laminated cards with pronouns written on them.

Playing

Directions: Students are to work in groups of three. Have students group and classify pronouns: Personal, possessive, reflexive, indefinite, relative, and interrogative. Students will notice that some relative and interrogative pronouns are the same. It is their function that makes them different. Next, students are to write sentences using the pronouns. Finally, have groups share their sentences asking members of other groups to identify the types of pronouns used.

Evaluation: This is a good way to review pronouns. Students tend to retain what they have learned longer if they are given the opportunity to share and explain their work with others.

PRONOUN PRACTICE

Pronouns to be written on cards:

		Personal		
you	we	it	he	she
I	me	him	her	us
they	them			
		Possessive		
my	mine	your	yours	his
its	theirs	their	her	hers
our	ours			
		Relative		
who	whom	whose	which	that
		Interrogative		
who	whom	which	what	whose
		Indefinite		
all	another	any	anybody	anyone
both	each	either	everybody	everyone
everything	few	many	more	much
neither	nobody	none	no one	one
several	some	somebody	someone	such

A TALE OF TWO CITIES VOCABULARY REVIEW

Objective: The students will be able to match vocabulary words to the correct definitions.

Adaptability: Any vocabulary words, poetry terms, authors to titles, and characters to events.

Materials: Laminated pieces of colored construction paper.

Playing

Directions: The students are to work in groups of two to five. The students are to match the definitions written on blue and yellow cards to the vocabulary words written on orange and blue cards.

Evaluation: This is a good way to reinforce vocabulary words. You may wish to have the students work together to use the words in sentences once the words are matched to the correct meanings.

A TALE OF TWO CITIES VOCABULARY REVIEW

Possible words and definitions:

WORDS

Circuitously	Laudanum	Counterpane
Gainsay	Cogitated	Immolate
Incommodious	Deprecated	Repast
Definitions		
In a roundabout way	Disapproved of	Cramped
A drug containing opium	Thought deeply	Quilt
Deny	Sacrifice	Meal

LITERARY TERMS

Objective: The students will be able to identify and correctly label examples of literary terms.

Adaptability: Parts of speech, characters and events.

Materials: Over head projector, transparencies with examples written on them, laminated cards with literary terms written on them.

Playing

Directions: The students are to work in pairs. Each group receives a set of cards with literary terms written on each side. Show examples of literary terms one at a time. Allow a minute for the students to decide the correct response. Next, students are to hold up the card with the term that matches the example given.

OR

Students can work in pairs to write their own examples and show them to the class as the other pairs decide which terms to match to the examples given.

Evaluation: Students enjoy sharing their work; therefore, I write some of my own examples, many of which I borrow from literature that we have read, to get us started. Then, I ask the students to choose three terms for which they would like to provide examples.

LITERARY TERMS

Possible terms to write on cards:

Internal Rhyme	Alliteration	Simile
Metaphor	Plot	Theme
Personification	Onomatopoeia	

Possible examples to write on the transparencies:

Similes: "And now, like amorous birds of prey/ Rather at once our time devour"

"The oriole nest rocked back and forth like an empty cradle."

He was as happy as a clown after the race.

Clara sings like a bird.

The raindrops are like tears from heaven.

The pavement on a summer's day is like a burning torch under foot.

Metaphors: The pavement on a summer's day is a burning torch under foot.

"Death is a long, long sleep."

He was a bear in the fight.

Personification: "When the sun burned orange into the top of the pines, we'd drop our jewels into the stream."

The clouds cried a long, sorrowful cry.

Onomatopoeia: The clock went "tick, tick."

The "clap, clap" of the rain hitting the

LITERARY TERMS

roof startled the sleeping visitors.

Internal Rhyme: "Once upon a midnight dreary, while I pondered weak and weary"

"Ah, distinctly I remember it was in the bleak December"

"Presently my soul grew stronger; hesitating then no longer"

Alliteration: "And the silken, sad, uncertain rustling of each curtain"

Fast fighters often need fancy physicians.

"Deep into the darkness peering,. . ."

"In there stepped a stately raven of the saintly days of yore;"

Theme: "Live while you live, and then die and be done with it."

"Learn from your mistakes."

"Be your own boss."

Plot: Summarize any story.

RHYME MOBILE

Objective: The students will be able to create rhyme mobiles.

Adaptability: Synonyms, antonyms, spelling words matched with spelling rules, spelling rule exceptions, authors and all of their works, and famous quotations.

Materials: Pieces of colorful construction paper cut uniformly, markers, string, dowels or old coat hangers, several copies of a rhyming dictionary, sewing needles.

Playing Directions: Students are to work in small groups. Ideally, each group should have a rhyming dictionary. Students are to use colorful markers to write down all of the words in the English language that rhyme with their chosen word. (You can form groups by writing several words on the board and asking the students to select which word appeals to them.) Check the progress of each group before they begin to string their words to their mobiles. Hang up the mobiles as soon as they are completed.

Evaluation: These mobiles are fun to make. Plus, the project exposes students to rhyming dictionaries. The mobiles can serve as an easy source as students write their own poems.

Hint: Have examples on hand to show the students the finished product.

RHYME MOBILE

Possible words to use:

produces	conduces	reduces	deduces
reproduces	excuses	seduces	induces
introduces	abuses	juices	adduces
looses	burnooses	nooses	cabooses
truces	uses	spruces	unlooses

impendency	superintendency	attendancy
interdependency		ascendancy
intendancy	transcendency	dependency
resplendency	tendency	transplendency

aspersion	extroversion	conversion
aversion	demersion	version
discursion	incursion	dispersion
introversion	diversion	reversion
excursion	subversion	

LATIN ROOTS

Objective: The students will be able to identify Latin roots and use them to make English words.

Adaptability: Suffixes, and prefixes.

Materials: Laminated cards with Latin roots written on them, access to Latin roots, meanings, and sample derivatives.

Playing Directions: Students are to work in pairs. Students should have access to notes on Latin roots, their meanings and sample derivatives. Students take turns quizzing each other. The students with the notes asks the students with laminated cards questions about the roots. For instance, the student with the notes could call out several meanings and ask his partner to put the cards in the proper order. Next, the person with the notes could ask his partner for some sample derivatives of those roots. Finally, after several minutes of practice -- be sure to inform the students exactly how long they have for practice, students are to put away their notes. Separate the pairs. (Line them up on either side of the room.) Working with one line at a time, ask the students to define the root words and give examples. Award a point for each correct response, and

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subtract a point for each incorrect point. If a student misses, pose the same question to the next student in line. At the conclusion of the game, reunite the pairs to total their scores.

Evaluation: This game emphasizes cooperation in preparing for the game. As the students work together to learn the words, they should be aware of the fact that teaching their partner will help their total score in the game.

CREATIVE WRITING

Objective: The students will realize the importance of giving specific directions.

Adaptability: Character sketch of famous people or authors, and description of inanimate object.

Materials: Paper and pen.

Playing

Directions: Separate the class - - half of the students on one side of the room and half on the other side. Allow students on each side of the room three minutes to draw a simple picture. On a separate sheet of paper, students have six minutes to write directions to draw their picture. After six minutes, tell students to exchange their written directions ONLY with the students on the opposite side of the room. Allow six minutes for students to follow the directions and draw the pictures described. After six minutes, students are to place their original drawings face up on their desks and take their second drawings -- the drawings that they made following someone else's written directions -- over to the other side of the room and attempt to match drawings. After all of the pictures are matched, discuss the importance of giving specific directions. Now, allow students to work in pairs to draw a

simple picture and write on a separate sheet of paper specific directions as to how to draw the picture. Encourage students to point out faults in logic and assumptions that may lead to mistakes. Finally, groups are to exchange directions ONLY and work together to draw the pictures. Once again, allow time for students to match illustrations. Conclude with a discussion about how much more explicit their directions are when they work together. Hopefully, you will be able to reinforce your point by the obvious improvement in picture matching.

Evaluation: Students love this game. It really drives home the point of being specific and putting yourself in someone else's shoes. I display the results with a brief explanation of the exercise.

HIDDEN TREASURE

Objective: The students will be able to work together to write explicit directions.

Adaptability: Any directions.

Materials: Pictures of students, play money, or any small object.

Playing Directions: Separate the class. Form groups of even numbers. Next, separate members of each group. Half of each group is issued play money, or any small objects. Next, the students with the money are told to hide the money somewhere in the school. (Of course, you'll have specific limitations.) As those students are out of the room, the remaining students are issued an even amount of play money for each group. These members must hide the money within the room. After all of the money is hidden, students are allowed five minutes to write specific directions to the secret hiding places. Of course, the students may not mention objects by name, they must describe them in detail. Next, the directions are exchanged. You may wish to do this yourself. Be sure that the group members have exchanged papers. Now inform students that groups are working together.

Students' ability to write explicit directions will "pay off" in the long run. After ten minutes of following directions, groups are to reconvene, count their money to see which group ended up with the most.

Evaluation: This is a concrete way to reinforce the importance of writing specific directions. You may wish to try a variation. Have students in different classes work as group members. For instance, members in one class may hide the money and write directions to members in another class.

INTERVIEWING

Objective: The students will be able to simulate an interview using a variety of open and closed questions.

Adaptability: Any questioning situation.

Materials: Student written resumé and cover letter; well-dressed participants; video recorder and player; evaluation sheets.

Playing

Directions: After teaching a unit on career opportunities and job placement, simulate interviews with your students. First, students are to learn how to write resumés and cover letters. Second, students are to write their own resumés and cover letters. Third, students are to learn interviewing strategies and practice evaluating interviewers and candidates by watching and critiquing actual video taped interviews. Fourth, students are to learn and practice the skill of asking closed and open questions. (I use The Dating Game to give guided practice for asking open and closed questions.) Fifth, students are to "make an appointment" for an interview. After all interviews have been recorded, the class is to critique the interviewers and the candidates. Students should have an opportunity

to play both roles; therefore, they should participate in the interview process twice. Students receive three grades: (1) evaluation grade based on their ability to critique interviews, including their own interviews (2) interviewer grade, and (3) candidate grade.

Evaluation: This is an excellent exercise. Students who have participated in this process have informed me that the simulation was a superb way to prepare for actual interviews.

Hints: Prior to the simulation, I have my students go on at least one shadowing experience in which they select a profession they are considering and meet with a professional at his/ her place of work for a day of observation. I try to make this experience as realistic as possible. For instance, I act as the secretary and create a "waiting room" outside my classroom. Another thing I have found effective is to have the students tell why or why not they would or would not hire each candidate.

INTERVIEWING

Possible Evaluation Sheet:

Interview Evaluation Sheet Interviewer		Candidate
Promptness		
Appearance		
Attitude		
Reliability		
Motivation		
Preparation		
Articulation		
Strengths		
Weaknessess		
Special Qualifications		
Would you hire this candidate? Why or Why not? Name		

The Dating Game

Objective: The students will be able to apply their knowledge of open and closed questions in order to play The Dating Game.

Adaptability: Any questioning exercise.

Materials: Paper and pen.

Playing

Directions: Students are to work in pairs. Be sure that students know the difference between open and closed questions. Students are to imagine a blind date for their partners. Each student is to take his turn asking closed questions about this blind date ultimately to decide whether they would accept or refuse the offer of the date. Students are to tell why they made their particular decision.

Evaluation: This is a fun way to teach students both reasoning skills and closed questions.

VOCABULARY GROUPING AND LABELING: THE WHERE DOES IT GO GAME

Objective: The students will be able to work together in small groups to determine how to group and label vocabulary words.

Adaptability: Literary terms and examples; characters and events; authors and their works; spelling words and rules.

Materials: 38 laminated cards with words, definitions, parts of speech, number of syllables, and sentences (fill in the blanks).

Playing

Directions: Group students in small groups. Each group is given a set of cards. The students are to determine how they wish to match the cards. There are a number of ways to group and label the cards.

Evaluation: The students enjoy this game. It helps reinforce the knowledge of the vocabulary words. Plus, the game requires that they use upper level thinking skills to group and label the words properly.

VOCABULARY GROUPING AND LABELING: THE WHERE DOES IT GO GAME

Possible words for cards:

Vocabulary Words	Definitions
defile	to make unclean or dirty
disarming	charming
apt	suitable
chafe	to wear sore by rubbing
encroached	to trespass on the rights of others
awry	in a twisted position
capitulate	surrender
bludgeon	short club used as a weapon
disgruntled	annoyed
dire	dreadful
Parts of Speech	Number of Syllables
noun	one syllable
verb	two syllables
adjective	three syllables
adverb	four syllables
Fill in the Blanks Sentences	
The actor greeted me with a _____ smile.	
Do not _____ the church.	
The bear's den proved to be an _____ hiding place.	
The collar of my new jacket _____ed my neck.	
He was arrested for _____ing on public property.	
We all fear that the plan may go _____.	

VOCABULARY GROUPING AND LABELING: THE WHERE DOES IT GO GAME

Possible words for cards:

The team captain _____ed .
"Do not _____ the animals to death!"
The students were _____ due to the poor lighting.
We were warned of the ____ consequences.

In summary, group work is an exciting way to facilitate student motivation, interest and participation in the English classroom. We have seen that group work can increase the level of self-esteem and thinking skills among students. More importantly, group work teaches such necessary skills as effective communication and cooperation. It is clear that the benefits of group work far outweigh the costs. The only true cost group work will be to a teacher is the cost of giving up all of that time on stage.

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